DOCUMENT RESUME

ED 311 379 CG 021 994

TITLE	Alaska School Counseling Program Guide. Working Document.
INSTITUTION	South East Regional Resource Center, Juneau, Alaska.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Mar 89
NOTE	91p.; Document developed by a Statewide Task Force of School Counselors and School Counseling coordinators.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Counseling Services; *Curriculum Development; Elementary Secondary Education; *Program Evaluation; *School Counseling; School Counselors; Student Needs
IDENTIFIERS	*Alaska

ABSTRACT

The primary purpose of this program guide is to help school districts deal directly with these issues: (1) lack of school counseling program efforts that reach 100 percent of the student population; (2) lack of a programmatic approach to school counseling; (3) lack of accountability; (4) overabundance of non-counseling tasks that lead to counselor ineffectiveness; and (5) lack of student competencies to address student needs. The first section of the document outlines the benefits of school counseling programs for students, parents, teachers, administrators, local boards of education, business, industry, labor, and counseling personnel. The second section discusses structural components and program components of school counseling programs. The structural components include program definition and philosophy; advisory council; budget; counseling program facilities; counseling resources; and staffing patterns. The program components include counseling curriculum, individual student planning, and system support. The third section discusses implementation of counseling programs and includes a schedule description. The final section discusses personnel, program, and student outcome evaluations. Included in the 10-part appendix are a counseling curriculum guide, a competency statement list, a needs assessment table, sample job descriptions, sample evaluation forms, and a multicultural counseling position statement. (ABL)

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Alaska School Counseling Program Guide

WORKING DOCUMENT

First Distribution

MARCH 1989

Developed by a Statewide Task Force of School Counselors and School Counseling Coordinators

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Coordinated by the South East Regional Resource Center

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This is a working document. The initial draft was developed in February 1988 by a Statewide Task Force comprised by the following members:

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We give special acknowledgement to our consultant, Dr. Norman Gysbers, University of Missouri, Columbia, Mo. for sharing his expertise in the field of developmental school guidance andcounseling! We would also like to thank the Missouri Department of Elementary and Secondary Education, especially Mr. Marion Starr, Assistant Director, Guidance and Vocational Special Needs, for sharing the Missouri Model and providing our Porject Coordinator with long-distance technical assistance during the initial start up phase of this project.

Funds for this Project are provided through the Carl D. Perkins Vocational Education Act of 1984, administered through the Department of Education,Office of Adult and Vocational Education, Karen Ryals, Administrator; Naomi Stockdale, Grants Manager

SOUTH EAST REGIONAL RESOURCE CENTER, INC.
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March 4, 1989

Many of you have waited patiently for this first distribution of the *Alaska School Counseling Program Guide* . It is with pleasure that I am able to send you this "Working Document" on behalf of all the people who have been involved for more than a year in the development of this project.

The funding agency, Department of Education, Office of Adult and Vocational Education has made plans for the next phase of this project. On February 25 the OAVE issued a Request for Proposal (RFP) for a contractor, i.e. school district or agency to coordinate field testing of this *Guide*. For more information about the RFP, contact Naomi Stockdale at the Department.

The next step for the *Guide* is "Field Testing" in at least five school sites during the 1989-90 school year. The school sites will undoubtedly make changes, revisions and additions to the document. That is why the Task Force asked to keep this *Guide* as a "Working Document".

Many of you have contributed to this document. I think you will be pleased with the contents and recognize some of your ideas and contributions in the pages that follow.

Thanks for your continued belief, support and participation in school counseling!

Sincerely,

Jamie Buckner

Jamie Buckner
Project Coordinator

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SECTION I

Alaska School Counseling Program Guide:

Introduction

School Counselors in Alaska deal with diversity of system and service in delivering counseling and guidance. The delivery may take place in a large urban guidance center or in a corner of a library in a rural setting. Itinerant counselors fly to Bush communities in every kind of inclement weather. Other counselors travel in snowmachines in equally harsh environs to their assigned villages, usually working with Alaskan Native students. In many settings, counselors have half time counseling and teaching assignments. Wherever Alaskan School Counselors serve, these counselors attempt to meet the needs of all students, and also to address the special needs students, especially the "At Risk" population. Counselor attention to the many multicultural issues in our state must demand sensitivity and concern.

To further emphasize the diverse needs of Alaskan young people, it is important to note that American society is changing and the changes continue to accelerate. The expectation of life long learning, diverse, single parent families, blended families, teenage suicide, substance abuse, sexual experimentation, peer and family pressure, and cultural differences are not abstract issues. They are real and have a substantial impact on students and their personal, social, career and educational development.

Various Alaskan groups have been brought together to address these concerns for our young people. One major task of the *Governors Interim Commission on Children and Youth* was to suggest that Alaskan children and youth must overcome barriers to their economic self sufficiency. The following statement from the report speaks with a sense of urgency:

> *"We must invest our limited human and financial resources to prevent problems as well as treat them once they arrive----prevention is cost effective and the only real alternative to band-aid approaches that are not working".*

One of the major recommendations of the *Governor's Interim Commission on Children and Youth* was to initiate and expand School Counselor Programs K-12, especially at the elementary level. The *Hensley's Suicide Committee* stated in their report that: "Although not part of the formal system intended by law to address suicide issues, the schools of the state have become engaged by the problem." The committee points out that "these schools are an appropriate focal point for direct efforts to prevent suicide". Currently the Alaskan Native suicide rate is the highest in our nation.

These groups have acknowledged that school counseling programs play an important role in not only the solution but also in the prevention. Across the nation, school counselors are responding to these expectations by changing traditional counselor centered services to student centered programs. Our state is no exception. Changing to the concept of a comprehensive program demands a model that encourages a redirection of school counseling programs.

Development of this comprehensive K-12 program guide was sponsored by the Department of Education, Office of Adult and Vocational Education. A Task Force composed mainly of school counselors, with some administrative representatives as well, actually developed the *Alaska School Counseling Program Guide*. The purpose of the program is to focus and revitalize school counseling in Alaska to be more responsive to the challenges which children, young people, and parents face today and into the future.

The philosophy statement from the *Alaska School Counseling Program Guide* best states the change in direction of the program.

> *"Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from the broad range of learning experiences. Such experiences prepare them to lead productive lives characterized by feelings of self worth. Individual acquisition of knowledge and skills has been and will continue to be a major goal of public education. In addition, parallel efforts to assist students to grow socially and emotionally as well as intellectually and physically are essential. Guidance processes are designed to assist individuals with total development on a K-12 basis. The school counseling program is preventive, rather than remedial in nature. It complements the core instructional offerings, and involves a cooperative effort among counselors, administrators and classroom teachers".*

To insure the implementation of this philosophy statement, school districts must grapple with the following issues in the present counseling structure:

1. Lack of school counseling program efforts that reach 100% of the student population.

2. Lack of a programmatic approach to school counseling.

3. Lack of accountability.

4. Overabundance of non-counseling tasks that lead to counselor ineffectiveness.

5. Lack of student competencies to address student needs.

The primary purpose of the *Alaska School Counseling Program Guide* is to help districts deal directly with the above issues as districts develop, implement, and evaluate comprehensive and systematic programs.

As our country struggles with the impact of economic development that is global in nature, it is important to note the significance of promoting skills and knowledge that will assist our young people in the work place. The social dynamics that face our students, are ultimately tied to their future economic well being. *The National Task Force on Education For Economic Growth* summed it up with this statement:

> *"If the first purpose of our schools is to create good citizens, the second purpose is to create productive people, capable of living in peace and able to enjoy the fruits of their labors".*

There is a general belief that our public schools are at a critical point and some priorities must change. Comprehensive programs in counseling and guidance are vital if excellence in education is to be achieved.

Benefits of the School Counseling Program

Benefits for Students

1. Promotes knowledge and assistance in career exploration and development.
2. Develops decision-making skills.
3. Assists in acquiring knowledge of self and relating effectively to others.
4. Broadens knowledge of our changing world.
5. Increases opportunities for counselor-student interaction.

Benefits for Parents

1. Provides support for parents regarding their child's educational development.
2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/counselor interaction.
4. Enables parents to obtain resources when needed.

Benefits for Teachers

1. Encourages positive, supportive working relationships.
2. Provides a team effort to address competencies.
3. Enhances the role of the counselor as a resource person.

Benefits for Administrators

1. Provides program structure with specific content.
2. Provides a means of evaluating counseling program efforts.
3. Enhances the image of the counseling program in the community.

Benefits for Local Boards of Education

1. Provides a rationale for including a comprehensive counseling program in the school system.
2. Provides program information to the community.
3. Provides a basis for determining funding allocations.
4. Provides ongoing data relative to the attainment of student competencies through counseling program efforts.

Benefits for Business, Industry and Labor

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor communities.
2. Enhances the role of the counselor as a resource person.
3. Increases opportunities for business, industry and labor to participate actively in the total school program.
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for Counseling Personnel

1. Provides a clearly defined role and function.
2. Eliminates non-counseling functions.
3. Offers the opportunity to reach a large majority of students.
4. Provides a tool for program management.
5. Outlines clearly defined responsibilities for specific student competencies.

A SCHOOL COUNSELING PROGRAM

DEFINITION

The Alaska program definition for School Counseling is:

School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. A school counseling program shall include:

1. **Counseling Curriculum**
2. **Individual Student Planning**
3. **Responsive Services**
4. **System Support**

The program addresses the needs of all students by helping them to:

* **Acquire knowledge of self and relating effectively to others.**
* **Develop competencies in career/vocational planning and exploration.**
* **Achieve educational success.**

SECTION II

Alaska School Counseling Program Guide:

Structural and Program Components

The state plan for school counseling programs has two major parts. These two parts contain the following ten components:

STRUCTURAL COMPONENTS

* Program Definition and Philosophy
* Advisory Council
* Budget
* Counseling Program Facilities
* Counseling Resources
* Staffing Patterns

PROGRAM COMPONENTS

* Counseling Curriculum
* Individual Student Planning
* Responsive Services
* System Support

STRUCTURAL COMPONENTS

Program Definition and Philosophy

Local school districts are encouraged to develop their own definition of a comprehensive counseling program, using the state definition, page 5, as a guide.

Advisory Council

An advisory council provides support, offers advice, reviews present activities and encourages new activities to meet the goals of the comprehensive counseling program. Advisory councils may include school staff, parents, school board, village elders, students and business and community leaders representing K-12. It may be organized at the district or individual building level. Responsibilities of an advisory council may be assumed by or organized within an existing group such as:

1. School or district-wide advisory council
2. School or district-wide vocational advisory council
3. Counseling program advisory council
4. Combination of the above

Budget

An adequate counseling budget shall be established to reflect program needs. The counseling staff shall be included in budget planning. Counselors should provide information regarding funds needed for:

Supplies, materials, i.e. AKCIS
Equipment, i.e. computers
Media, i.e. films, videos

Counselor's professional commitment includes maintaining current knowledge of funding sources, i.e. local, state, and Federal. Some sources for funding include: Chapter I and Chapter II Grants, Carl Perkins Vocational Grants, Regional Native Corporations, and JTPA (Job Training Partnership Act).

Counseling Program Facilities

A counseling center should be established in each school to implement a comprehensive counseling program. The counseling center needs to be large enough to adequately house personnel, resources and equipment. The center should also be accessible to all students including those with handicaps. The minimum requirements for a counseling center are:

1. A well organized and displayed collection of guidance resource materials and equipment
2. Private workspace, properly equipped, soundproofed and appropriately located
3. Adequate space for individual, small and large group use
4. Adequate and secure storage space

Counseling Resources

Counseling program resources should be available for each of the four program components: Counseling Curriculum, Individual Student Planning, Responsive Services, and System Support. Assessing resources requires a systematic and thorough review of the current counseling program. The following resources are essential to the implementation of a counseling program.

Equipment/Materials
Inventory school equipment and materials that may be used in the counseling program. Staff members should indicate any new equipment and materials that may be needed to add to the school district's next annual budget. An example would be the *Alaska Career Information System.*

Library/Media Resources
Work with librarians to establish career, vocational and guidance centers within the state and local libraries.

Staff Expertise
Identify the special skills of staff members that may be helpful in carrying out counseling program activities.

Community Resources

Identify state and local resources that can be used in carrying out the counseling program such as mental health agencies, community service clubs, regional and local Native corporations, elder councils, ethnic societies (i.e. Pilipino Community of Anchorage, Japan Society of Anchorage, Korean Community of Anchorage, Hispanic Community of Anchorage and Fairbanks) local businesses, Job Services, Chamber of Commerce, labor unions, and others.

Staffing Patterns

An organizational chart for district counseling personnel identifies and shows the relationships among:

1. School counselors (full-time, part-time, itinerant)
2. Clerical staff
3. Administrative personnel
4. Paraprofessional aids supervised by certified counselors
5. Other support personnel

School counselors shall have State of Alaska Certification with appropriate endorsement, and a Masters Degree in Counseling and Guidance.

Employ school counselors at both elementary and secondary schools at appropriate student-counselor ratios.

> *It is the position of the American School Counselors Association that the counselor/student ratio be determined by considering the major factor of student growth and development. It is recommended that school districts implement the goals and objectives of a comprehensive and developmental guidance program for students of all levels - kindergarten through twelfth grade. While published reports such as "High School" by Ernest Boyer recommend an ideal counselor/student ratio of 1 to 100, ASCA is aware that each school district is unique; what may be an ideal caseload in one school district may be untenable in others. ASCA maintains that implementation of a comprehensive guidance and counseling program meeting the developmental needs of students be the primary determinant with the ratio being 1 to 300 or less.*
>
> Adopted in 1988 by the Alaska School Counselors Association.

In buildings and districts with more than one counselor, identify a head counselor or director. This ensures that program planning, coordination, implementation, and evaluation take place in a timely and effective manner. In order for these individuals to organize and manage the counseling program, consideration shall be given to reducing their student caseload.

PROGRAM COMPONENTS

Counseling Curriculum

The Counseling Curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the Counseling Curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The Curriculum is organized around three major areas:

1. **Acquiring knowledge of self and relating effectively to others.**
2. **Developing competencies in career/vocational planning and exploration.**
3. **Achieving educational success.**

While counselors' responsibilities include the organization and implementation of the Counseling Curriculum, the cooperation and support of the entire faculty and staff is necessary for its successful implementation. The Counseling Curriculum is delivered through such strategies as:

Classroom Activities

Counselors team teach or assist in teaching Counseling Curriculum learning activities or units in classrooms. This is not limited to one or two subjects but may include all areas in the total school curriculum. These activities may be conducted in the classroom, Counseling Center, or other school facilities. Some examples include:

Personal Safety
Here's Looking At You 2000
Skills For Adolescence
Equity Awareness
Self and Cross Cultural Understanding
Skills For Success (Cultural Learning Styles & Cross Cultural Communications)

Group Activities

Counselors conduct groups outside the classroom to respond to students identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students. Some examples include:

Life Skills For Little People
Natural Helpers
PUMSY (Positive Thinking Skills for Elementary School Children)
Alaska Career Information System

Individual Student Planning

Individual Student Planning consists of activities that help all students and parents plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals and plans. These activities may be delivered on an individual basis or group basis under the supervision and direction of the counselor.

Individual Student Planning is implemented through such strategies as:

Individual Appraisal
Counselors assist students in using self-appraisal information that is available. Together they analyze and evaluate students abilities, interests, skills and achievement. The use of test information and data becomes a basis for developing immediate and long-range plans for students.

Individual Advisement
The involvement of students, parents and school in planning a program that meets individual needs of students is a critical part of individual advisement. Counselors work with students to enhance personal-social growth, and develop skills in setting career and educational goals.

Placement
Counselors assist students in the transitions that students face when they change from one educational program to another, from one school to another, or from school to work.

Responsive Services

Responsive Services consist of activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is initiated by students (self referral), teachers, parents or others. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff is necessary for successful implementation of this component. Responsive services are delivered through these strategies:

Consultation
Counselors consult with or train parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counseling
Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal, educational or career planning concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives and possible consequences so that appropriate action is taken.

Crisis Counseling
Counseling and support are provided to students and their families facing an emergency situation. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral
Counselors refer students and their parents to community agencies to deal with long term problems which may include suicide, violence, physical and sexual abuse, substance abuse, and divorce. In order to assure support, the counselors will maintain an ongoing communication with the involved agencies and the referred students.

System Support

System Support consists of activities that maintain and enhance the total counseling program and other educational programs. This component is implemented and carried out through:

Professional Development
Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participation in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to the professional literature. One example of required training for counselors is the Alaska statute that requires biannual training in equity (Chapter 18). Another areas that needs to be stressed is Cross/multicultural training. Membership in state and national professional organizations is also encouraged.

Staff and Community Relations
An ongoing program to orient staff and the community to the comprehensive counseling program through such means as newsletters, local media, school and community presentations is essential.

Consultation with Teachers
Counselors need to consult with teachers and other staff members regularly in order to provide information and support to staff and to receive feedback on emerging needs of students.

Parent Outreach
Counselors provide ongoing support and information for parents regarding their childrens personal-social, educational, and career development.

District Committees
Counselors shall serve on departmental curriculum committees, and advisory boards to generate school-wide and district support.

Community Outreach
Activities are designed to help counselors become knowledgeable about community resources, local culture, employment opportunities, and local labor market information. Counselors serving on community committees will generate community support.

Program Management
This includes the planning and management tasks needed to support activities conducted in a comprehensive counseling program. This includes such tasks as updating curriculum, planning the calendar and gathering information.

Research and Development
Counseling program evaluation, data analysis and follow-up studies support research and development for program improvement.

SECTION III

Alaska School Counseling Program Guide:

Implementation

Several steps are involved in implementing a comprehensive school counseling program. Initial planning and effort is essential. Developing a comprehensive approach can revitalize the current program and make it more meaningful and responsive to changing student, school and community needs. The steps outlined in this section enable counselors to make the transition from their current program to a more comprehensive, up-to-date program.

GETTING ORGANIZED

While the responsibility for making school counseling programs work rests with the entire school district, ultimately school counselors must take a strong leadership role. The challenge that counselors face is how to make the transition from the current program to that of a comprehensive program. The organizational plan now in use should continue while counselors plan and initiate new concepts and activities as suggested in this *Guide*. As the implementation process gets under way, there are a number of points to keep in mind.

1. Understand the necessary conditions for change in the school district or building.

2. Expect some resistance to change.

3. Appreciate the challenges involved.

IMPLEMENTATION SCHEDULE DESCRIPTION

The purpose of this section is to provide a sequential plan of action to implement the *Alaska School Counseling Program,* which is a K-12 developmental model. A detailed discussion accompanies each of the ten steps.

1. Write program definition and philosophy based on the *Alaska School Counseling Program.*

The definition describes the focus of the program while the philosophy presents the program's underlying meaning and beliefs. An example definition and philosophy follows:

Example Program Definition

The Alaska program definition for school counseling is:
School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. The *Alaska School Counseling Program* includes:

1. Counseling Curriculum
2. Individual Student Planning
3. Responsive Services
4. System Support

The program addresses the needs of all students by helping them to:

*Acquire knowledge of self and relating effectively to others.
*Develop competencies in career/vocational planning and exploration.
*Achieve educational success.

Example Philosophy Statement

Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from a broad range of learning experiences. Such experiences prepare them to lead productive lives characterized by feelings of self worth. Individual acquisition of knowledge and skills has been and will continue to be a major goal of public education. In addition, parallel efforts to assist students to grow socially and emotionally as well as intellectually and physically are essential. Guidance processes are designed to assist individuals with total development on a K-12 basis. The school counseling program is preventive, rather than remedial in nature. It complements the core instructional offerings, and involves a cooperative effort among counselors, administrators and classroom teachers.

2. Meet with the Administration and Board of Education to gain support to implement the requirements of the *Alaska School Counseling Program.*

Explain the requirements of the *Alaska School Counseling Program.* Obtain necessary Board assurances. An example of Board of Education assurances follows:

BOARD OF EDUCATION ASSURANCES

By adopting the *Alaska School Counseling Program,* the Board of Education commits itself to the support of the programs goals and purposes. The Board shall:

* Provide time to district staff to develop, implement and manage a quality, comprehensive counseling program.
* Receive periodic reports from the administration and the Advisory Council.
* Take action on decisions needed to ensure continued program development and progress.
* Use program evaluation findings in making funding decisions.
* Direct the staff with assistance of the Advisory Council to publicize the program to the community.
* Provide adequate funding to assure continued program development, implementation and management.

Share the following National School Boards Association resolution on Guidance and Counseling with the local Board of Education.

> NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local boards, state educational agencies and federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs.
>
> Adopted by the NSBA Delegate Assembly April 4, 5 and 7, 1986

From the report of the *Governors Interim Commission on Children and Youth,* January, 1988, p.22:

> "Young people need greater connections to school, family and community." Psychological and social work services for elementary school students are a key to helping many students make the often difficult transition from elementary to junior high school. If social and emotional problems are not prevented now, the state faces years of treatment later. Initiate and expand school counseling programs in grades K- 12 especially at the elementary school level.

Distribute the following *Alaska School Counseling Association* resolution:

Whereas 1) school counselors of Alaska are part of the solution for the problems facing the children, young people, and families of Alaska,

and

Whereas 2) there is a shortage of certificated counseling positions in most school districts in our state,

and

Whereas 3) the Governor's Interim Commission on Children and Youth has recommended expansion of school counseling programs, K-12, especially at the elementary level,

and

Whereas 4) the Alaska Department of Education, Office of Adult and Vocational Education is currently sponsoring a Task Force to draft a K-12 counseling program proposal to be available for all of the state's school districts,

Now, therefore be it resolved that the *Alaska School Counselor's Association* urges the state government of Alaska to initiate, expand and fund counseling programs in grades K-12.

Unanimously Adopted By:	ASCA Executive Board	October 21, 1988
	ASCA General Membership	October 22, 1988
Adopted By:	Alaska Association of Elementary School Principals	October 18, 1988
	Alaska Association of Secondary School Principals	October 18, 1988
	Alaska Association of School Administrators	November 11, 1988
	Alaska State Vocational Association	October 22, 1988
	The Lake and Peninsula School District	January 13, 1989

National Education Association has endorsed K-12 Counseling Programs January 1988

Distribute the following definition of a school counselor:

School counselors are specifically credentialed professionals who work in school settings with students, parents, educators, and others within the community. They design and manage comprehensive developmental guidance programs to help students acquire skills in the social, personal, educational, and career areas necessary for living in a multicultural society. School counselors accomplish this by employing such interventions as guiding and counseling students individually or in small groups, by providing information through group guidance, by contributing to the development of effective learning environments, through student advocacy and through consulting with others.

Developed by: American School Counseling Association Task Force, modified by Board.
Adopted by: American School Counselors Association Governing Board December 1988.

3. Select and meet with the Advisory Council.

Select members for the Advisory Council to reflect the diversity of the community. Include, if possible, school staff, parents, school board, village elders, students and business and community leaders representing K-12. A sample agenda for the first meeting could include:

1) Presentation of the *Alaska School Counseling Program.*
2) Identification of tasks to be performed.
3) Assignment of tasks.
4) Establishing a timeline to accomplish tasks.
5) Selection of meeting dates.

4. Complete the Counselor Activity Log Analysis process.

An Activity Log Analysis is used to survey and analyze the distribution of counselors time and the activities within the current program. This analysis provides a basis for comparing the time and activities involved in the current program to those of the comprehensive program. (Sample Activity Log in Appendix)

5. Complete the needs assessment process for students, teachers and parents.

Through a needs assessment, counselors are able to identify the program categories and competencies that the students, staff and parents feel are important. A needs assessment is one basis for the selection of student competencies and guidance learning activities that are used to help students acquire these competencies. Benefits of needs assessments include:

1. Identifying needs of students.
2. Providing data for program planning.
3. Providing information to policy makers to assure program support.
4. Providing a basis for selection and implementation of counseling learning activities and classroom presentations.
5. Increasing opportunities for student, staff and parent interaction.

A complete needs assessment shall be administered the first year the program is implemented and, ideally, every third year thereafter. Because these survey are relatively brief and easy to administer, it is strongly recommended that they be given to 100% of the student population in grades 2, 5, 8, 10, and 12. In larger schools, (more than 500 students) a 50% random sampling of students is desirable. Administration of the parent survey shall ensure that 100% of the total parent population from grades 2,5, 8, 10 and 12 have the opportunity to respond. Local districts shall decide how to manage the survey to yield these results.

6. Identify student competencies based on result of the needs assessment.

A list of student competencies can be found in the appendix.

7. Select appropriate learning activities to meet local district and community needs.

Using the outline and formats provided, select, modify or write counseling learning activities that will best address the identified competencies. Counseling learning activities must be detailed enough for effective use from year to year.

8. Implement sequential guidance curriculum for each grade level or grade-level grouping.

Counseling learning activities that will be implemented through classrooms shall be carefully coordinated with the teachers involved and the school calendar to avoid possible conflicts.

When concluding that a counseling learning activity can best be addressed within a department, it is essential to work closely with the teachers involved. Occasionally, a particular teacher may be less than enthusiastic about relinquishing class time. In initial program planning, go to the teachers with whom you have a good working relationship. Seek these people out well in advance. Advance notice of one or two months is most desirable. The teachers shall have a detailed explanation as to the purpose of the learning activity, how long it will take, and what will be done. If possible, show the teacher the written learning activity. Include in the activity the method for evaluation. This may help to demonstrate the importance of the activity. Stress that the counselor will take the leadership role but that a significant contribution can be made by the teacher. Give the teacher some specific responsibilities.

9. Develop a master calendar for each month of the school year, categorizing activities under the appropriate program components.

A master calendar enables counselors to organize and manage the activities of the program. It also provides a time frame for scheduling resources and equipment. It provides an organized, systematic way to implement and deliver the comprehensive *Alaska School Counseling Program*. It allows integration of the counseling program with the core curriculum. It enables the counselor to organize time to meet student needs and to communicate information concerning the objectives of the guidance program to students, staff, parents, and the community. The Master Calendar integrates the counseling program with total school activities. It encourages total staff involvement and provides evidence of organizational ability in implementing the counseling program. An example of what one month of a master calendar would look like can be found in the appendix.

10. Evaluate the counseling program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

It is important for each district to develop a documentation file indicating that the ten components of the program have been addressed. Examples of materials that need to be on file include:

1. Written definition and philosophy.
2. Board of Education assurances.
3. List of Advisory Council members.
4. Agenda and minutes of Advisory Council meetings.
5. Summary of needs assessment data.
6. Categories and competencies based on needs assessment data.
7. Counseling learning activities.
8. Summary sheet of time and task analysis. (see samples in appendix)
9. Time Distribution Wheel Form. (see samples in appendix)
10. Master calendar. (see samples in appendix)

INVOLVING ADMINISTRATORS

It is the responsibility of the administration to be informed about the *Alaska School Counseling Program* and to approve and support the local plan to implement the program. The administration shall make sure adequate time is provided for counselors to inform the school staff about the counseling program. The administration shall also provide the means for counselors to inform the community about the counseling program and how it will be implemented.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff: The administration provides written and oral support of the counseling program to all staff.

2. Time: The administration provides counselors time to implement the counseling program. This may entail the deleting of non-counseling administrative duties and paperwork that had been assigned to the counselor previously. (Refer to page 25).

3. Facilities: The administration makes available appropriate facilities to implement the comprehensive counseling program, to accommodate individual, small group and classroom activities.

4. Budget: The administration provides budget based on identified counseling needs that allows for the purchase of resources and training to implement the comprehensive counseling program.

5. Program evaluation: It is the responsibility of the administration to evaluate the comprehensive counseling program.

6. Performance-based evaluation: It is the responsibility of the administration to routinely evaluate each counselor on the local performance-based counselor evaluation form.

INVOLVING TEACHERS

It is important that all teachers be informed about the *Alaska School Counseling Program.* A minimum of one in-service per year shall be conducted to help teachers understand their role in the program. Teachers shall be given the opportunity to volunteer for active involvement in program planning and implementation.

Planning

The counselor and the teacher shall have the opportunity to plan the delivery of learning activities. When practical, counseling learning activities need to be presented in appropriate content areas. The teacher shall also help decide when these units will be presented on the master calendar. The number of students served in a particular subject area shall be a consideration.

Implementation

Details of the actual implementation of the counseling learning activities will be determined by the counselors and teachers involved. Whenever possible the teacher shall be part of the presentation and evaluation of the counseling learning activity.

Methods for Teacher Involvement

1. Present the competencies to be addressed and relate them to the subject matter area.
2. Identify stated student needs as perceived by teachers and develop learning activities units to meet them.
3. Suggest that learning activities are available in particular subject matter areas, and work with teachers to schedule them for classroom presentations.
4. Be visible and involved with the teaching staff.
5. Provide recognition for "things well done" to teachers.
6. Recognize teacher participation in the counseling program.
7. Schedule learning activities in advance.
8. Share information about the counseling program through calendars or newsletters.
9. Be a salesperson; any new program needs selling.

LOCAL IMPLEMENTATION SCHEDULE CHECKLIST

There are ten steps that a district needs to follow in order to implement the *Alaska School Counseling Program.*

_____1. Write program definition and philosophy based on the *Alaska School Counseling Program.*

_____2. Meet with administration and local Board of Education to gain support to implement the requirements of the *Alaska School Counseling Program.*

_____3. Select and meet with the Advisory Council.

_____4. Complete the Counselor Activity Log Time and Task Analysis process. (Sample in Appendix)

_____5. Complete the needs assessment process for students, teachers, and parents. Review results with administration.

_____6. Identify student competencies that address the need areas ranked highest on a student needs survey.

_____7. Select appropriate learning activities to meet local district and community needs.

_____8. Implement sequential Counseling Curriculum for each grade level or grade-level grouping.

_____9. Develop a master calendar for each month of the school year, categorizing activities under the appropriate components.

_____10. Evaluate the counseling program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

MAKING THE TRANSITION: SOME CLOSING THOUGHTS

Here are some points to consider in making the transition to the comprehensive *Alaska School Counseling Program.*

1. When comparing the current time analysis data to the State Program time allocations, note the discrepancy between the two. Analyze the components that are being adequately covered, those that are being underserved, and those that are being oversubscribed. Within each component, isolate those activities causing the discrepancy. Plan activities to bolster underserved components and reduce activities in oversubscribed components following the state-suggested time allocations for each component. (See Appendix)

2. Note those non-counseling administrative activities currently being provided and the time they consume. Remember, there are some common duties a counselor must share as a school staff member. However, there are frequently a number of non-counseling responsibilities that are assigned to counselors alone, such as maintaining school records or developing a master schedule. These non-counseling activities shall be displaced to allow time for appropriate activities. Methods of removing non-counseling activities need to be developed so that counselors' time can be used to implement the State Program. A timeline for the removal of these activities shall be developed as well.

   If this shift appears to be difficult to achieve, a counselor may call in teams from outside the local district to explain the needed changes to administration and Board of Education. The Advisory Council can be an important asset in ensuring that non-counseling activities are displaced.

Following are some examples of these **non-counseling activities** with some suggestions for streamlining and displacement of these duties.

Supervisory Duties

A. Developing and monitoring school assemblies.

B. Hall duty, cafeteria supervision, bus loading and unloading supervision, and restroom supervision.

C. Chaperoning school functions and athletic events supervision.

D. Substitute teaching.

Clerical Duties

A. Selling lunch tickets.

B. Collecting and mailing out progress reports and deficiency notices.

C. Maintaining permanent records and handling transcripts.

D. Monitoring Attendance.

E. Calculation of grade point average (GPA), class rank or honor roll.

F. Development and updating student handbook.

G. Development and updating of course guides.

H. Schedule changes and related paperwork.

Consultation with students regarding scheduling or schedule changes is viewed as a school counseling function.

The related paperwork in terms of class balance, schedule cards, etc. is a clerical function and is not the responsibility of school counseling personnel.

If full-time clerical assistance is not available, planning should take into consideration the hiring of part-time clerical-secretarial help at key times during the school year or to work a certain number of hours per week. The vast array of computer software now available can be of great assistance in a variety of areas, i.e. - scheduling, GPA, class rank, honor roll, grade labels, address labels, etc. A clerical-secretarial person, rather than the counselor, can run the computer program and complete these tasks.

Special Programs and Services

A. Class, club and special program sponsorship.

Counselors should not be expected to assume anymore responsibility for these programs than any other person on the staff.

B. Coordination and administration of school testing programs including individual testing.

The overall coordination and administration of the school testing programs is the responsibility of administrative personnel or a committee of teachers.

Teachers and counselors working together help in this process.

Counselors assist in the interpretation of test data to teachers, administrators, parents and the community.

Counselors use test data in their work with students to help them monitor and manage their learning including their personal and career development.

Where possible, individual testing is done by school psychometrists or persons specifically hired and qualified to do this task.

The use of such test data with students and parents is a counselor function.

C. Responsible for Individualized Education Plans (I.E.P.).

Counselors are involved in the diagnostic aspects of the I.E.P. They are not responsible for the development and implementation of the I.E.P. or the Individualized Vocational Education Plan (I.V.E.P.)

Counselors do take part in staffings and conferences when appropriate.

Administrative Duties

A. Master schedule development.

This is an administrative function. Administrators should seek input from school counseling personnel as they plan and develop the master schedule. Note: The planning and development of a master schedule is not included as a part of a counselors training.

B. Principal of the day.

Retired administrators, teachers who have administrative certification or other centeral office administrators can be called upon to serve in this capacity.

C. Discipline.

Assessing consequences for student action is not a counseling function.

D. Schedule Changes.

Students who desire or need to have schedules revised are encouraged to first discuss their changes with the counselor. The mechanics related to this process should be handled through administrative channels. Much of the process is clerical in nature. It is the responsibility of the administration to see that class size is appropriate, and that sufficient staff is available to accommodate the student needs.

MAKING THE COMMITMENT

- The school administration must commit to school counseling program improvement and be
  - ready to participate in planning,
  - ready to allocate resources and release time for planning, and
  - ready to support abandonment of current activities that do not support new priorities
- Counselors must commit to school counseling program improvement and be
  - ready to become personally involved,
  - ready to assume key roles in planning for the developmental school counseling program, and
  - ready to assume managerial responsibilities for the developmental school counseling program.
- The school board must commit to school counseling program improvement and be
  - ready to adopt policy statements,
  - ready to support planning time,
  - ready to participate in the planning process, and
  - ready to lend fiscal support.
- School staff must commit to school counseling program improvement and be
  - ready to contemplate new ideas and change and
  - ready to become personally involved.

SECTION IV

Alaska School Counseling Program Guide:

Evaluation

There are three sections of the evaluation component of the *Alaska School Counseling Program Guide.* These include personnel evaluation, program evaluation and student outcome evaluation.

Personnel Evaluation

Job Description

In establishing a performance based evaluation system for school counselors, the first step is to establish a written job description based on the *Alaska School Counseling Program Guide* structure. One job description should be developed for counselors at the elementary, middle school/junior high level and the senior high level. Sample job descriptions for these positions can be found in the appendix. Itinerant and K-12 counselor job descriptions also need to be developed.

Counselor Performance Evaluation

Using the counselor job description as a guide, a performance evaluation instrument needs to be developed. In each area of responsibility, the standards of performance need to described, ranging from unsatisfactory to exemplary in observable and measurable terms. The usefulness of this type of evaluation instrument goes beyond making a judgment about past performance. It also helps target future directions and goals. An example Counselor Performance Evaluation instrument can be found in the appendix.

Program Evaluation

Program evaluation involves the establishment of program standards and indicators. The six structural components and the four programmatic components become the program standards. Items that describe the nature and substance of these standards need to be developed in order to determine the full scope and effect of the program. The format that follows in the appendix can be used as a self study instrument, or it can be used by outside evaluators.

Student Outcome Evaluation

Student outcome evaluation measures the impact of the program on students, and how well they achieve the competencies. This is a critical component and needs to be developed as the program is being implemented. There is a variety of ways that may be considered to measure competency attainment, i.e., case study, teacher observation, and student surveys are a few. As districts implement the model, counselors and counselor educators throughout the state will study these processes in order to develop a variety of approaches for evaluation.

APPENDICES

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Counseling Curriculum

Examples of counseling learning activities within this component may include but are not restricted to the following:

* Assertiveness Training
* Prevention of Sexual and Physical Abuse
* Conflict Resolution
* Suicide Prevention
* Grief/Loss Awareness
* Equity Awareness
* Planning School Programs
* Job Preparation
* Self-concept
* Peer Relationships
* Career Awareness
* Career Exploration
* Decision-Making Skills
* Substance-Abuse Programs
* Study Skills
* Pre-Employment Skills
* Post-High-School Decision Making

The outline shown below will help counselors and other staff in planning and developing various activities within the counseling curriculum.

Counseling Curriculum Outline

I. List major activities for Counseling Curriculum Component on a monthly and yearly calendar.

II. Counseling Curriculum Activities Outline
   A. Curriculum Area
   B. Category
   C. Competency Statement
   D. Students Served
      1. Number of students
      2. Grade level
      3. Classroom setting (math, science, home economics, agriculture, etc.)
   E. Time Required
   F. Resources Needed
   G. Evaluation of Counseling Curriculum Activity
      1. Results, pre-test
      2. Results, post-test
   H. Observations

*NOTE: A number of counseling learning activities will be developed by pilot sites as a part of the total comprehensive *Alaska School Counseling Program.*

COMPETENCY STATEMENT LIST

ELEMENTARY SCHOOL

AREA I: ACQUIRING KNOWLEDGE OF SELF AND OTHERS

CATEGORY--UNDERSTANDING AND ACCEPTING SELF

Competency Statement

1. I can state and describe what is important to me.
2. I am willing to try new things.
3. I can describe positive characteristics about myself both physically and mentally.
4. I can identify and name different feelings.
5. I can describe how my behavior influences the feelings and actions of others.
6. I am able to ask for what I need.
7. I can talk to someone about personal difficulties.

CATEGORY--MAKING DECISIONS

Competency Statement

8. I can identify the real problem when I have to make a decision.
9. I can state a number of different ways to solve a problem.
10. I can consider positive and negative consequences for each choice.
11. I can think about my values, past experiences and attitudes when making a decision.
12. I can identify the consequences of my decision.
13. I can act upon my decision.
14. I can accept a poor decision and make a new one.

CATEGORY--UNDERSTANDING AND GETTING ALONG WITH OTHERS

Competency Statement

15. I can make positive statements about myself and others.
16. I can describe how all persons need to belong and to be accepted by others.
17. I can demonstrate skills in resolving conflict with peers and adults.
18. I can listen to the thoughts and feelings of others.
19. I can demonstrate cooperation in a group.
20. I can take turns.
21. I can share materials with other students.
22. I can demonstrate tolerance and flexibility in group situations.
23. I can identify appropriate behavior when peer pressures are contrary to my beliefs.
24. I can demonstrate refusal skills.
25. I can describe the characteristics of a good friend.
26. I can identify how people are unique in a positive way.

CATEGORY--KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

Competency Statement

27. I can handle pressure from my friends related to the use of drugs.
28. I can identify how to get help for alcohol and drug problems.
29. I can state the physical and mental effects of drugs and alcohol.
30. I can identify the penalties of drug and alcohol use.
31. I can identify the way that the disease of alcoholism can affect a family.
32. I know some of the ways to keep myself happy even if someone I care about is in trouble with chemicals.
33. I can explain how children are not the cause of parent's alcoholism or drug use.
34. I can recognize when the media's messages are glamorizing the use of alcohol and drugs.
35. I can identify the characteristics of a person who is denying that they may have a problem with alcohol and/or drugs.

CATEGORY--LEARNING ABOUT FAMILY RESPONSIBILITIES

Competency Statement

36. I can describe the different kinds of families.
37. I can describe how my position in my family can affect behavior.
38. I can name strategies for getting along with siblings.
39. I can identify ways to be a responsible member of my family.
40. I can identify the stages a family might go through when undergoing a change such as a divorce, death, moving, etc.
41. I can make some positive statements about blended families.
42. I can describe some of the thoughts and feelings experienced by children when parents divorce.
43. I can explain that it is never the children's fault when parents separate or divorce.

CATEGORY--SAFETY AND SURVIVAL

Competency Statement

44. I can identify safe adults who could help me if there were abusive situations at home.
45. I can identify safe people to help me if I am lost.
46. I can demonstrate assertive behaviors if someone is bothering me.
47. I know how to tell someone not to touch me.
48. I know the difference between a good touch and a bad touch.
49. I know my name, address and telephone number.
50. I can demonstrate how to get safely to and from school.
51. I can demonstrate appropriate touching.
52. I can explain how to be safely home about.
53. I know the rules about talking to strangers.

AREA II: DEVELOPING COMPETENCIES IN CAREER/VOCATIONAL PLANNING AND EXPLORATION

CATEGORY--EXPLORING CAREERS

Competency Statement

54. I can describe a variety of occupations and jobs.
55. I can identify and discuss different types of workers.
56. I can describe the importance of preparing for a job.
57. I can demonstrate an understanding of the importance of personal characteristics to job success.

58. I can understand the importance of jobs in the community.
59. I can identify how community workers help everyone.
60. I can identify important community workers.
61. I can describe how jobs satisfy individual needs.
62. I can describe ways occupations are classified.
63. I can describe the work of family members, school personnel and community workers.
64. I can identify different working conditions of jobs.
65. I can demonstrate skills in using school and community responses to learning about occupations.
66. I can identify work activities that appeal to me.
67. I can describe how the amount of education needed for different careers varies.
68. I can describe how school tasks are similar to skills essential for success in a career.

CATEGORY--UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

Competency Statement

69. I know about jobs that are usually filled by the opposite sex, but are available to both sexes.
70. I can describe how work is important to women and men.
71. I can describe the changing life roles of men and women in work and family.
72. I can describe how the contribution of individuals both inside and outside the home is important.
73. I can describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

CATEGORY--LEARNING HOW TO USE LEISURE TIME

Competency Statement

74. I can explain what leisure time is.
75. I can list leisure activities pursued by family, self and friends.
76. I can state how leisure time can be used to relieve stress and make life more enjoyable.
77. I can describe some of the negative effects of too much television.
78. I can plan activities for school and after school leisure time without direction from an adult.

AREA III: ACHIEVING EDUCATIONAL SUCCESS

CATEGORY--IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

Competency Statement

79. I can follow directions and complete assignments.
80. I can work independently.
81. I can share and work cooperatively on group tasks.
82. I can describe the importance of effort in learning.
83. I can demonstrate good test taking skills.
84. I can demonstrate on task behaviors during study time.
85. I know how to take notes.
86. I know how to write down my assignments.
87. I can describe experiences at home, at school, and in the community that make learning enjoyable.
88. I can describe learning as a life long process.
89. I can list the positive things I like about school.
90. I can describe how making mistakes is a normal part of learning.
91. I can identify learning strengths and weaknesses.
92. I can implement a plan of action for improving specific academic skills.
93. I can identify my responsibilities within the school.
94. I can describe the positive aspects of laws and authority.
95. I can appropriately tell authority figures when I am unhappy with a rule or consequence.
96. I can turn in assignments on time.

COMPETENCY STATEMENT LIST

MIDDLE LEVEL SCHOOL

AREA I: ACQUIRING KNOWLEDGE OF SELF AND OTHERS

CATEGORY--UNDERSTANDING AND ACCEPTING SELF

Competency Statement

1. I can list ten personal likes and dislikes.
2. I know how to state my own ideas clearly.
3. I can describe how one's behavior influences the feelings and actions of others.
4. I can describe changes that occur in the physical, psychological, social and emotional development of an individual.
5. I am able to demonstrate coping skills acceptable to self and others.
6. I can explain how home and school life influences attitude, behavior and aptitudes and how they help to make you unique.
7. I can identify my personal values.

CATEGORY--MAKING DECISIONS

Competency Statement

5. I can demonstrate decision making skills.
6. I know how to set and achieves goals.
7. I can identify the problem when worried or upset.
8. I can identify many possible solutions to a problem.
9. I accept responsibility for decisions.

CATEGORY--UNDERSTANDING AND GETTING ALONG WITH OTHERS

Competency Statement

10. I am able to demonstrate concern and respect for the feelings and interests of others.
11. I demonstrate confidence in interaction with others.
12. I show an appreciation for the similarities and differences among people.

13. I demonstrate tolerance and flexibility in interpersonal relationships and group participation.
14. I accept criticism appropriately.
15. I contribute to group activities.

CATEGORY--KNOWING HOW ALCOHOL AND OTHER DRUGS AFFECT ME AND MY FRIENDS

Competency Statement

16. I know how to identify effects of alcohol and drugs.
17. I can list consequences of use of alcohol and drugs.
18. I know helping resources for self or friend with alcohol and drug problem.
19. Demonstrates appropriate alcohol and drug refusal skills.
20. I can list affects of alcohol and drug on interpersonal relationships.
21. I know appropriate alternatives to alcohol and drug use.

CATEGORY--LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

Competency Statement

22. I know how to identify current individual leisure time choices.
23. I can explain the relationship between leisure time choices and the maintenance of mental, emotional and physical health.
24. I can discuss how people use leisure time in different ways.
25. I know how to evaluate personal leisure time activities that are currently being explored.
26. I can identify the values of various leisure activities for enriching one's life.
27. I can discuss advantages and disadvantages of various lifestyles.

AREA II: DEVELOPING COMPETENCIES IN CAREER/VOCATIONAL PLANNING AND EXPLORATION

CATEGORY--PLANNING AN DEVELOPING CAREERS

Competency Statement

28. I know the meaning of career planning and what resources are available in the career center.
29. I can complete an individual education and career plan for middle school/junior high/high school education and training.
30. I can select school courses that meet one's developmental needs in terms of aptitudes and interests.
31. I can identify academic and vocational programs offered at the high school level.
32. I can identify tentative life and career goals.

CATEGORY--UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

Competency Statement

33. I am aware of stereotypes, biases, and discrimination behaviors which may limit choices, opportunities and achievement for women and men in certain careers.
34. I am able to describe problems, adjustments and advantages of training for and entering a nontraditional occupation.

CATEGORY--PREPARATION FOR FINDING JOBS

Competency Statement

35. I understand terms and concepts used in describing employment opportunities and conditions.
36. I can find out about the demand for workers in various careers.
37. I recognize the influence of change in supply and demand for employees in different careers at the local, state and national level.
38. I can complete a job application form in a satisfactory manner.
39. I am able to demonstrate the skills and attitudes essential for a successful job interview.
40. I can recognize the salable skills in high school courses.

41. I can demonstrate knowledge of the training provided by the various courses that teach salable skills.
42. I can identify sources of employment in the local community.

CATEGORY--FINDING JOBS

Competency Statement

43. I can explain the importance of a variety of occupations and describe their place in society.
44. I know the advantages and disadvantages of different occupations and careers.
45. I understand about personal traits that contribute to job success.
46. I can demonstrate effective learning habits and skills that are transferrable to career and learning situations.
47. I can relate knowledge of my personal traits to a variety of occupations.

CATEGORY--LEARNING FROM FRIENDS AND OTHERS WHO HAVE GRADUATED

Competency Statement

48. I can list problems common to high school students.
49. I can list sources of help for high school problems.
50. I have an understanding of high school responsibilities.
51. I know about activities available at the high school level.

CATEGORY--CAREER AND HOW THEY RELATE TO OUR SOCIETY

Competency Statement

52. I can explain the difference between an occupation and a career.
53. I am able to explain how the needs of society and the work performed by the members of society are related.
54. I can describe how occupations relate to other occupations.
55. I can identify employment trends as they relate to training programs and employment in the local community.
56. I understand the effect a changing society and technology have on occupations.

AREA III: ACHIEVE EDUCATIONAL SUCCESS

CATEGORY--MAKING DECISIONS ABOUT POSTSECONDARY TRAINING

Competency Statement

57. I can identify various ways occupations can be classified.
58. I know about a number of jobs within an occupational classification.
59. I have skills in using available school and community resources to learn about careers.
60. I can relate personal attitudes, beliefs, interests and abilities to career profiles.
61. I know where to identify sources of information for obtaining knowledge about careers, including entrepreneurial endeavors, that I am interested in exploring.
62. I can identify skills that are transferrable from one occupation to another.

CATEGORY--IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

Competency Statement

63. I understand the relationship of academic and vocational skills in the world of work.
64. I can identify basic skills needed in various interest areas.
65. I am able to assess individual strengths and weaknesses in the basic academic disciplines.
66. I can implement a plan of action for increasing proficiency in basic educational skills.
67. I can assess the skills needed to cope with changing occupational requirements.
68. I can name the basic skills needed for success in a variety of occupations.
69. I can explain how changing personal, social and economic needs relate to continued learning and training.
70. I can describe how continued learning enhances one's ability to achieve personal and career goals.

CATEGORY: PLANNING HIGH SCHOOL CLASSES

Competency Statement

71. I understand that success and failure in academic areas are an important aspect of learning.
72. I can identify and compare postsecondary educational and training programs.
73. I have knowledge of the requirements for entering secondary and post secondary educational and training programs.
74. I have the ability to develop a four year high school plan integrating requirements for postsecondary goals.

COMPETENCY STATEMENT LIST

HIGH SCHOOL

AREA I: ACQUIRING KNOWLEDGE OF SELF AND OTHERS

CATEGORY--UNDERSTANDING AND ACCEPTING SELF

Competency Statement

1. I understand what is important to me.
2. I understand, accept, and like myself, both physically and mentally.
3. I have confidence in myself.
4. I can identify and name my feelings or I can describe my feelings to others.
5. I understand how my feelings affect my behavior.
6. I am able to state my own ideas.
7. I know how to help myself when I'm feeling down.
8. I know some healthy ways of coping with stress.

CATEGORY--MAKING DECISIONS

Competency Statement

9. I know what my goals are and what it takes to achieve them!
10. I can make appropriate decisions.
11. I can evaluate or judge decisions I have already made.
12. I can follow through on good decisions and change poor decisions.
13. I know how to get along in a changing world.
14. I can identify the real problem when I have difficulties.
15. I can identify many possible solutions to a problem.
16. I can act on the solution I have chosen and accept responsibility of the consequences of my action.

CATEGORY--UNDERSTANDING AND GETTING ALONG WITH OTHERS

Competency Statement

17. I can understand others.
18. I can get along with my family.
19. I know how to communicate my feelings to others appropriately.
20. I know how to evaluate constructive criticism from others.

21. I can develop close and lasting friendships.
22. I can respect lifestyles and other points of view that differ from mine.
23. I can accept others as well as be accepted by them.
24. I respect other people whose views differ from mine.
25. I can talk to someone when I need to.
26. I know where to get help for others who are in crisis situations.

CATEGORY--KNOWING HOW DRUGS AND ALCOHOL AFFECT ME AND MY FRIENDS

Competency Statement

27. I know the physical and mental effects of drugs and alcohol.
28. I know the penalties of drug and alcohol use.
29. I know how to help a friend who has a problem with drugs or alcohol.
30. I know where to find help for alcohol or drug problems.
31. I can handle pressure from my friends related to the use of drugs and alcohol.

CATEGORY--LEARNING HOW TO USE LEISURE TIME NOW AND IN THE FUTURE

Competency Statement

32. I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies, sports).
33. I know what leisure and recreational activities best fit my interests and needs.
34. I understand how one's job affects one's leisure time.
35. I know how friends can affect my leisure time.

AREA II: DEVELOPING COMPETENCIES IN CAREER/VOCATIONAL PLANNING AND EXPLORATION

CATEGORY---PLANNING AND DEVELOPING CAREERS

Competency Statement

36. I know how to develop a career plan.
37. I know about possible careers and the world of work.
38. I know how to explore careers in a specific area in which I am interested.
39. I know how to prepare for careers in which I am interested.

40. I have made plans beyond graduation (job opportunities, training programs, college/vocational technical schools, financial aids, military, etc.).
41. I understand my interests, work values, and abilities, and how these can help me make a career choice.
42. I know how the place where I live affects job opportunities.

CATEGORY--UNDERSTANDING HOW BEING MALE OR FEMALE RELATES TO JOBS AND CAREERS

Competency Statement

43. I understand how being male and female affects my career choice.
44. I know about jobs that are usually filled by the opposite sex, but are available to both sexes.
45. I can take courses appropriate to my career choice, even if they are most often taken by members of the opposite sex.
46. I understand the problems, adjustments, and advantages of entering a nontraditional occupation.
47. I know how to get along with members of both sexes on the job.

CATEGORY--PREPARATION FOR FINDING JOBS

Competency Statement

48. I know what employers expect of applicants and employees.
49. I can complete application forms properly.
50. I know what to do during a job interview.
51. I can develop a resume (personal information sheet for employers).
52. I know where and how to start looking for a job.

CATEGORY--FINDING JOBS

Competency Statement

53. I know what jobs are available locally.
54. I know how to find part-time work, or summer work.
55. I know how to find a full-time job after graduation.
56. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs.
57. I know what persons and what agencies will help me find a job.
58. I know the benefits, working conditions, and opportunities for advancement in jobs.

CATEGORY--LEARNING FROM FRIENDS AND OTHERS

Competency Statement

59. I know where recent graduates found jobs.
60. I know the problems graduates had in finding jobs.
61. I know whether or not the jobs obtained by graduates were related to the training they took in high school.
62. I know what problems graduates had on the job or in college.
63. I know what individuals or what agencies helped graduates get a job, get into college, or get other training beyond high school.
64. I know what college courses or training courses beyond high school gave graduates trouble, and why.

AREA III: ACHIEVING EDUCATIONAL SUCCESS

CATEGORY--PLANNING HIGH SCHOOL CLASSES

Competency Statement

65. I know the requirements for high school graduation in this school district.
66. I know how to select courses that would help meet my career goals.
67. I know what level of competency in academic areas (math, reading, writing, etc.) is needed to meet my career goals.
68. I know how to find courses that fit both my needs and interests.
69. I can make a plan of high school classes which would be best for me (reviewed and changed as needed).

CATEGORY--IMPROVING BASIC SKILLS AND STUDY/LEARNING SKILLS

Competency Statement

70. I know how to get help to improve my writing, reading, speaking, listening, and math skills.
71. I can complete the tasks and projects which I start.
72. I know how to improve my test-taking skills.
73. I know how to develop learning habits and skills that I can use throughout life.
74. I know how to study and how to get the most out of my study time.
75. I know how to take notes.

CATEGORY--MAKING DECISIONS ABOUT POST-SECONDARY TRAINING

Competency Statement

76. I know how to evaluate the advantages and disadvantages of the postsecondary options--college, vocational programs (including military), and world of work.
77. I know where to get information about colleges and vocational programs (including the military).
78. I know what factors to consider as I select a college or vocational program.
79. I know how to choose postsecondary options that would help me prepare for a career that best suits my interests, aptitudes, and abilities.
80. I know how to decide on a field of study that suits the career program I have selected.
81. I know the job opportunities available to those who complete postsecondary training programs.
82. I know how to obtain scholarship and other financial aid information for college and vocational programs.
83. I know the independent living skills which will be required for the postsecondary option I have selected.
84. I know that our changing world demands lifelong learning.

NEEDS ASSESSMENT TABLE

GRADE 9 (GROUP RANKS)	GRADE 10	GRADE 11	GRADE 12	SUM OF RANKS ACROSS GRADE LEVELS.
_ A				
_ B				
_ C				
_ D				
_ E				
_ F				
_ G				
_ H				
_ I				
_ J				
_ K				
_ L				
_ M				
_ N				
_ O				
_ P				
_ Q				
_ R				

TOP 2 CATEGORIES IN EACH AREA

	AREA 1	AREA 2	AREA 3
_ 1			
_ 2			

TOP CATEGORIES PER AREA
WORKSHEET

DIRECTIONS: Take the highest ranked needs in each area. Use professional judgement, plus that of administrators and the Advisory Council. Look at the amount of time budgeted to spend on the curriculum. Study the amount of time that each activity takes and make the decision as to how many competencies can be covered.

Area I	**Area II**	**Area III**
Acquire Knowledge of Self & Relating Effectively to Others	**Dev. Competencies in Career/Vocational Planning & Exploration**	**Achieve Educational Success**
Category ____	Category ____	Category ____
Competencies	Competencies	Competencies
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Category ____	Category ____	Category ____
Competencies	Competencies	Competencies
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note: Competencies need to be selected from the Needs Survey as well as from other district data sources. The competencies need to be balanced between the three areas. The Advisory Coucil should assist in making the decision regarding competencies selected. A school could expect to address approximately 15-20 competencies to fit the time allotment as a rule of thumb.

COMPETENCY WORKSHEET

Directions: Choose competencies to address the top five categories.

Category 1 _____
Competency
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Category 2 _____
Competency
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Category 3 _____
Competency
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Category 4 _____
Competency
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Category 5 _____
Competency
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

TIME AND TASK ANALYSIS LOG
15 MINUTE INTERVALS

CATEGORIES EXAMPLES OF ACTIVITIES	CURRICULUM CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL PLANNING INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	RESPONSIVE SERVICES CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS INDIVIDUAL COUNSELING CRISES COUNSELING REFERRAL	SYSTEM SUPPORT RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	NON-COUNSELING ACTIVITIES BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S,
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
9:00 - 9:15					
9:15 - 9:30					
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6:45 - 7:00					
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
DAILY BLOCKS:					
Grand Total (Total Blocks):					
Daily Percentage:					

TIME AND TASK ANALYSIS LOG
30 MINUTE INTERVALS

CATEGORIES EAXAMPLES OF ACTIVITIES	CURRICULUM CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL PLANNING INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	RESPONSIVE SERVICES CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS INDIVIDUAL COUNSELING CRISES COUNSELING REFERRAL	SYSTEM SUPPORT RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	NON-COUNSELING ACTIVITIES BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S,
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
9:00 -9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
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6:00 - 6:30					
6:30 - 7:00					
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
DAILY BLOCKS:					
Grand Total (Total Blocks):					
Daily Percentage:					

SAMPLE JOB DESCRIPTION

Title: Elementary School Counselor

Primary Function:

To provide a comprehensive counseling program for all children in elementary schools. To consult with teachers, parents and staff to enhance their effectiveness in helping students. To provide support to other elementary educational programs.

Major Job Responsibilities:

1. Implement the elementary counseling curriculum;
2. Guide individual and groups of students through the development of educational, personal, social or career plans;
3. Counsel individuals and small groups of children with problems;
4. Consult with and train teachers, parents and staff regarding children's needs;
5. Refer children with problems and their parents to special programs, specialists, and outside agencies;
6. Participate in activities which contribute to the effective operation of the school;
7. Plan and evaluate the counseling program;
8. Pursue continuous professional growth.

Illustrative Key Duties:

1. **Implement the elementary counseling curriculum:** conduct classroom counseling lessons in each teacher's class and/or systematically conduct developmental counseling groups for each grade level throughout the year; consult with and/or provide resources to teachers to facilitate their instruction of counseling content.
2. **Guide individual and groups of students through the development of educational and career exploration:** work with teachers in preparation for transition from one school to another. Coordinate/oversee career awareness activities from one school to another and participate in the begining-of-the-year orientation activities.

3. **Counsel individuals and small groups of children with problems:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individual or groups of children--recurrent topics include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse.

4. **Consult with and train teachers, parents and staff regarding children's needs:** participate in staffings; conduct inservice programs for faculty; act as a resource person for faculty, staff and parents; conduct conferences with teachers and/or parents; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school related problems.

5. **Refer children with problems and their parents to special programs, specialists, and outside agencies:** consult and coordinate with in-district and community-based specialists, such as school administrators, nurses and psychologists, and community-based psychologists, service agencies, and physicians.

6. **Participate in activities which contribute to the effective operation of the school:** contribute to the school district and individual building goals for enhancing education. Act as an advocate for groups or individual students as system decisions are made.

7. **Plan and evaluate the counseling program:** annually review, with the other staff and administration, the counseling program content based on student needs as determined through the *Alaska School Counseling Program Guide;* establish the Counseling Department Calendar; evaluate the counseling learning activities as they are implemented; and complete an annual counseling program evaluation.

8. **Pursue professional growth:** attend state and local sponsored staff development offerings; join associations; read professional journals; become knowledgeable in Alaskan cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses.

Organizational Relationships:

An elementary school counselor is supervised by the district designee, collaborates with other district counselor(s); and works cooperatively with other school and district staff.

Performance Standards:

An elementary school counselor's performance is considered satisfactory when the counselor performance evaluation form so indicates.

SAMPLE JOB DESCRIPTION

Title: **Middle Level School Counselor**

Primary Function:

Provide a comprehensive counseling program for middle level students; consult with teachers, parents and staff to enhance their effectiveness in helping students; and provide support to other middle level educational programs.

Major Job Responsibilities:

1. Implement the middle level school counseling curriculum;
2. Guide groups of and individual students through the development of educational and career plans;
3. Counsel small groups of and individual students with problems;
4. Consult and train teachers, parents and staff regarding needs of middle level students;
5. Refer children with problems and their parents to specialists and/or special programs; specialists, and outside agencies;
6. Participate in activities which contribute to the effective operation of the school;
7. Plan and evaluate the counseling program; and
8. Pursue continuous professional growth.

Illustrative Key Duties:

1. **Implement the middle level counseling curriculum:** conduct developmental lessons in classroom settings in conjunction with teaching staff; consult with and/or be a resource person to teachers to facilitate the infusion of Counseling content into the regular education curriculum.
2. **Guide groups of and individual students through the development of educational and career plans:** provide orientation activities to incoming students; guide 8th graders in the development of their "High School Four Year Plans"; collaborate with the elementary school counselors and high school counselors to effect, respectively, the incoming 6th and outgoing 8th

graders pre-registration; plan/coordinate/assist in pre-registration of 6th and 7th graders for 7th and 8th grade respectively; assist new students entering school after the school year begins with course selection; coordinate career interest assessment administration and interpretation of results; coordinate career education activities.

3. **Counsel individual and small groups of students with problems:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individual or groups of students--recurrent topics include academic failure, child abuse, attendance problems, family issues, substance abuse, suicide prevention and intervention, behavior problems, peer problems, and pregnancy.

4. **Consult with and train teachers, parents and staff regarding the needs of middle level students:** participate in/conduct staffings; conduct inservice programs for faculty; conduct conferences with teachers and/or parents and/or students; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school related problems.

5. **Refer students with problems and their parents to special programs, specialists, and outside agencies:** consult and coordinate with in-district and community specialists, such as school nurses, administrators and psychologists and community-based psychologists, service agencies, and physicians.

6. **Participate in activities which contribute to the effective operation of the school:** contribute to individual and district goals for enhancing education, cooperate with other school staff in placing students with special needs in appropriate programs, evaluate student's schedules for appropriate placement ; provide imput to administration/coordinate campus-wide test administration; act as an advocate for groups of or individual students as system decisions are made;

7. **Plan and evaluate the counseling program:** annually with the other members of the counseling department staff review the counseling program; establish the Department Calendar, complete the Annual Program Plan--Middle School; evaluate strategies as they are implemented; complete the Annual Program Evaluation Report--Middle School.

8. **Pursue continuous professional growth:** attend district sponsored staff development offerings; join associations; read professional journals; become knowledgeable in Alaskan cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professionally appropriate organizations; take post graduate courses.

Organizational Relationships:

The middle level counselor is supervised by the district designee; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

Performance Standards:

A middle level counselor's performance is considered satisfactory when the counselors performance evaluation form so indicates.

SAMPLE JOB DESCRIPTION

Title: **High School Counselor**

Primary Function:

To provide, as a member of the counseling department staff, a comprehensive counseling program for students in grades 9-12 and specifically provide services to meet the needs of their assigned students; consult with teachers, staff and parents to enhance their effectiveness in helping students; and to provide support to other high school educational programs.

Major Job Responsibilities:

1. Teach the high school counseling curriculum;
2. Guide groups and individual students through the development of educational and career plans;
3. Counsel small groups and individual students with problems;
4. Consult with teachers, staff and parents regarding the developmental needs of students.
5. Refer students (as needed) with problems to appropriate commuity resources;
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school;
7. Plan and evaluate the building counseling program; and
8. Pursue professional growth.

Illustrative Key Duties:

1. **Teach the high school school counseling curriculum:** conduct learning activities in classroom settings; consult with and/or be a resource person to teachers to facilitate the infusion of learning activities into the regular education curriculum.

2. **Guide groups and individual students through the development of educational and career plans:** provide orientation activities for students new to the school, e.g., "Brown Bag" lunch sessions; participate in orientation programs for incoming 9th graders; guide 9th and 10th graders in the updating of their "High School 4-Year Plans"; guide 11th and 12th graders to assist them in evaluating their current status and planning their achievement of high school graduation; guide 12th graders to help them develop and take appropriate steps towards implementing their post-high school educational and/or career plans; plan/coordinate/assist in pre-registration of 9th, 10th and 11th graders for following year's program; collaborate with middle school counselors to effect the pre-registration of 8th graders for 9th grade; assist students new to the district with course selection at the time of registration; interpret standardized test results and information to students, parents, and teachers; guide groups and individual students in the application of the test results and information to their educational and career plans; interpret results of college entrance tests and/or career assessments to groups of students; guide all students to develop career/vocational plans through the teaching and/or supervision of career education activities, such as career/counseling center orientations, utilization of the Alaska Career Information System and other counseling center resources; provide a mechanism for the systematic and efficient dissemination of current, accurate information needed by individual students and/or parents as they develop their educational or career plans.

3. **Counsel small groups and individual students with problems:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students--recurrent topics at the high school level include academic failure, attendance and behavior problems, peer problems, family issues, child abuse, substance abuse, suicide threats and attempts, sexuality issues, etc.

4. **Consult with teachers, staff and parents regarding the developmental needs of students:** participate in staffings; conduct inservice programs for faculty as a whole and/or by departments; conduct/facilitate conferences with teachers, and/or students, and/or parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. **Make referral of students (as needed) with problems to appropriate community agencies after consultation with their parents:** consult and coordinate with indistrict and community agencies, such as school nurses, administrators and psychologists and community-based psychologists, service agencies and physicians.

6. **Participate in, coordinate or conduct activities which contribute to the effective operation of the school:** interpret group test results to faculty and staff; contribute to the school's goals for enhancing education in the building; establish effective liaisons with the various instructional departments; act as an advocate for groups or individual students as decisions are made that will affect those students; work with other school staff in the placement of students with special needs in appropriate programs; including gifted education, special education and vocational education opportunities; participate as a team member with the administration in the implementation of the district testing program.

7. **Plan and evaluate the building counseling program:** annually design with other staff and administration the counseling program content based on student needs as determined through the *Alaska School Counseling Program Guide,* and establish the counseling department calendar; evaluate the counseling learning activities as they are implemented; and complete an annual counseling program evaluation.

8. **Pursue professional growth:** attend state and local sponsored staff development offerings; join associations (e.g. ASCA, ASVA, AACD, AVA); read professional journals; become knowledgeable in Alaskan cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Organizational Relationships:

The high school level counselor is supervised by the district designee; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

Performance Standards:

A high school level counselor's performance is considered satisfactory when the counselors performance evaluation form so indicates.

Working Document 3/89

SAMPLE COUNSELOR PERFORMANCE EVALUATION FORM

NAME_____

SCHOOL_____

REVIEW PERIOD: FROM_____TO_____DATE COMPLETED_____

EVALUATION: FALL_____SPRING_____

	Not satisfactory	Below expectations	Satisfactory	Exceeding expectations	Clearly outstanding
1. Implements the COUNSELING CURRICULUM through effective instructional skills and the careful planning of student group sessions (classroom activities, group activities), including:					
a. effective use of instructional techniques.					
b. effective use of counseling learning activities.					
c. active involvement of students in learning.					
d. selection of competencies consistent with identified student needs and district goals.					
e. evidence of student competency attainment.					

COMMENTS:_____

2. Implements INDIVIDUAL STUDENT PLANNING through effective use of guidance/counseling skills (individual appraisal, individual advisement and placement) including:					
a. careful planning of sessions.					
b. presentation of accurate, relevant, unbiased information . .					
c. involvement of students in personalized educational and career planning					
d. accurate and appropriate test result interpretation.					
e. selection of individual planning activities consistent with identified, student needs and district goals.					

COMMENTS:_____

3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisis counseling and referral skills), including:					
a. proper identification of problems and issues to be resolved					
b. selection and use of counseling, consulting and referral interventions appropriate to students' problems and circumstances.					
c. works with parents to help them better understand their children and provide effective guidance.					
d. conducting well-planned and goal-oriented sessions.					
e. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities. . . .					

	Not satisfactory	Below expectations	Satisfactory	Exceeding expectations	Clearly outstanding
(Continued from previous page)					
3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisis counseling and referral skills), including:					
f. active involvement of clients in the counseling, consulting and referral process.					
g. timely follow-up					
h. provision of services consistent with identified student needs and district goals					

COMMENTS: _____

_____

_____

4. Implements SYSTEM SUPPORT through effective program monitoring and management as well as providing necessary support for other programs, such as:					
a. providing a comprehensive and balanced counseling program.					
b. selecting program activities which meet identified, high priority student needs and are consistent with building and district goals					
c. collecting evidence that students achieve meaningful outcomes from program activities					
d. operating within established procedures, policies and priorities					
e. contributing to organizational solutions outside of assigned responsibilities					
f. working cooperatively with school staff and community to garner support for the counseling program					
g. implementing programs which explain the school counseling program					
h. providing leadership in building or district inservice activities and shares skills, training and knowledge					
i. attending to ideas and concerns expressed regarding the counseling program					
j. supporting building administration policies and goals					
k. supporting district policies and goals					

COMMENTS: _____

_____

_____

SAMPLE PROGRAM EVALUATION SELF-STUDY

COUNSELING DEPARTMENT STAFF:

_____
_____
_____
_____
_____
_____

I. DESCRIPTION OF SCHOOL, COMMUNITY AND COUNSELING PROGRAM

Current Enrollment: _____

 # Students/Grade Level:

GRADE	NUMBER
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Generalization of Socio-Economic status of student body: _____

_____

Ethnic Composition of Student Body by Percentage:

ALASKA NATIVE/AM. INDIAN	_____	CAUCASIAN	_____
ASIAN AMERICAN	_____	HISPANIC	_____
BLACK	_____	OTHER	_____

Generalization of Educational Level of Students (Based on School Summary Report of Standardized Test Results):

ACHIEVEMENT: _____
LANGUAGE ARTS/VERBAL : _____
MATH: _____

Number of Faculty: _____

Other School District Specialists Available to Students:

	READING	SPEECH	NURSE	PSY	SCHOOL SOCIAL WORKER
NUMBER					
% OF TIME AVAILABLE					

Definition of Counselor Caseload:

# of COUNSELORS: _____

# of COUNSELEES PER COUNSELOR: _____

_____

If More Than One Counselor, What Are the Couselor Caseload Assignments:

_____
_____
_____
_____
_____

If the Counselors Have Additional Special Assignments (e.g., Building Test Coordinator), Please List Them Below:

_____
_____
_____
_____

The Balance for the Delivery of the Comprehensive School Counseling Program for the _____ School Year was as Follows (By Percentages):

COMPONENT	PERCENTAGE
COUNSELING CURRICULUM	_____
INDIVIDUAL PLANNING	_____
RESPONSIVE SERVICES	_____
SYSTEM SUPPORT	_____
NON-COUNSELING ACTIVITIES	_____

II. STRUCTURAL COMPONENTS: PROGRAM PHILOSOPHY AND PLANNING

Rating Scale:

na	=	Does not apply
1	=	Not satisfactory
2	=	Below Expectations
3	=	Satisfactory
4	=	Exceeds Expectations
5	=	Clearly Outstanding

Description

1. The program is based on an assessment of student needs.	na 1 2 3 4 5
2. The program is based on an assessment of community needs.	na 1 2 3 4 5
3. The philosophy of the program is written and includes rationale, assumptions and definition.	na 1 2 3 4 5
4. The priorities for student skill development and includes established for each grade level.	na 1 2 3 4 5
5. The program had a yearly plan which, for the most part, was followed.	na 1 2 3 4 5
6. There is a School Counseling Advisory Council.	na 1 2 3 4 5
7. The program is evaluated annually.	na 1 2 3 4 5

Evaluation of Program Philosophy and Planning:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Program Philosophy and Planning:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

III. COUNSELING CURRICULUM

Rating Scale:

na	=	Does not apply
1	=	Not satisfactory
2	=	Below Expectations
3	=	Satisfactory
4	=	Exceeds Expectations
5	=	Clearly Outstanding

Description

1. All students are assisted in a systematic way to develop knowledge, understanding and skills identified as necessary to enhance their personal, social, career and educational development. na 1 2 3 4 5

2. Developmentally appropriate student competencies are specified for each grade level grouping. na 1 2 3 4 5

3. Competency selection is based on an assessment of student needs. na 1 2 3 4 5

4. The Counseling Curriculum is delivered through classroom and group activities. na 1 2 3 4 5

5. Teachers are augmenting Counseling Curriculum by infusing appropriate learning activities into their regular classroom instruction. na 1 2 3 4 5

6. The facilities and equipment used to conduct counseling curriculum activities are adequate. na 1 2 3 4 5

7. Sufficient materials are available to support the counseling curriculum. na 1 2 3 4 5

8. Student competencies provided from specific counseling learning activities are assessed systematically. na 1 2 3 4 5

9. Effectiveness of the Counseling Curriculum provided grade level grouping is evaluated annually. na 1 2 3 4 5

Evaluation of Counseling Curriculum:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Counseling Curriculum:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

IV. INDIVIDUAL STUDENT PLANNING

Rating Scale:

na	=	Does not apply
1	=	Not satisfactory
2	=	Below Expectations
3	=	Satisfactory
4	=	Exceeds Expectations
5	=	Clearly Outstanding

Description:

1. All students are provided information and assisted in applying the competencies necessary to make plans and to take the next appropriate steps toward their established career goals. — na 1 2 3 4 5

2. Individual student planning activities are related to pertinent learning activities in the Counseling Curriculum. — na 1 2 3 4 5

3. There is systematic approach to helping students make appropriate educational plans. — na 1 2 3 4 5

4. There is a systematic approach to helping students understand themselves through effective interpretation of standardized and individual test results. — na 1 2 3 4 5

5. Individual student planning activities are implemented through effective use of:
   a. individual appraisal — na 1 2 3 4 5
   b. individual advisement — na 1 2 3 4 5
   c. placement — na 1 2 3 4 5

6. Accurate, appropriate, and effective printed information is distributed to support the Individual Student Planning efforts of students and their parents. — na 1 2 3 4 5

7. The facilities and equipment available for conducting Individual Student Planning activities are adequate. — na 1 2 3 4 5

8. Student competencies gained from individual planning activities are assessed yearly. — na 1 2 3 4 5

Evaluation of Individual Student Planning:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Individual Student Planning:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

V. RESPONSIVE SERVICES

Rating Scale:

na	=	Does not apply
1	=	Not satisfactory
2	=	Below Expectations
3	=	Satisfactory
4	=	Exceeds Expectations
5	=	Clearly Outstanding

Description:

1. Students in need are assisted in solving immediate problems that interfere with their personal, social, career and educational development.	na 1 2 3 4 5
2. A balance of service is maintained for students with preventive and remedial level needs.	na 1 2 3 4 5
3. There is systematic provision of Responsive Services as follows:	
a. consultation	na 1 2 3 4 5
b. personal counseling	na 1 2 3 4 5
c. crisis counseling	na 1 2 3 4 5
d. referral	na 1 2 3 4 5
4. Services are provided on the basis of assessed student needs.	na 1 2 3 4 5
5. The counseling department maintains an adequate list of referral resources.	na 1 2 3 4 5
6. Counselors are accessible to students with problems.	na 1 2 3 4 5
7. The facilities and equipment available for conducting Responsive Services are adequate.	na 1 2 3 4 5
8. The materials available to support implementation of the Responsive Services activities are assessed regularly.	na 1 2 3 4 5

Evaluation of Responsive Services:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Responsive Services:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

VI. SYSTEM SUPPORT

Rating Scale:

na	=	Does not apply
1	=	Not satisfactory
2	=	Below Expectations
3	=	Satisfactory
4	=	Exceeds Expectations
5	=	Clearly Outstanding

Description:

1. Administrative procedures provide for the appropriate use of the counselor(s) professional skills.	na 1 2 3 4 5
2. Counselor involvement in non-counseling activities is minimal or appropriate.	na 1 2 3 4 5
3. Counselor(s) are provided with professional growth opportunities.	na 1 2 3 4 5
4. Department paraprofessional staff provide needed support to counseling staff.	na 1 2 3 4 5
5. Time is provided for counseling program activity planning and evaluation.	na 1 2 3 4 5
6. An appropriate budget is provided to the counseling department by the administration	na 1 2 3 4 5
7. Facilities and equipment are available and adequate for effective implementation of the program.	na 1 2 3 4 5
8. Counselor(s) are provided sufficient access to students so that time is available to implement effective counseling program activities.	na 1 2 3 4 5
9. Opportunities are provided and taken for counselor(s) to explain the counseling program to staff, administration, the school board and the community.	na 1 2 3 4 5

Evaluation of System Support:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of System Support:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

VII. SUMMARY OF COUNSELING PROGRAM EVALUATION-SELF STUDY

Evaluation of Overall Plan:

1. Priortized list of major strengths:

2. Priortized list of items in greatest need of strengthening:

Plans for Improvement of Overall Plan:

1. Short Range Goals:

2. Long Range Goals:

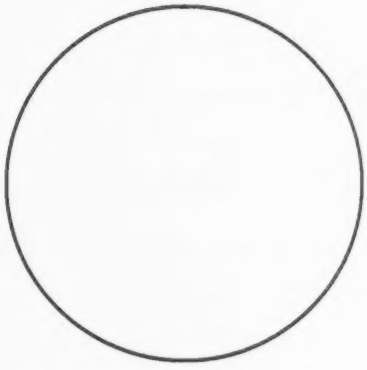
3. Seemingly Unattainable Goals:

MASTER CALENDER

MONTH DECEMBER YEAR 1989

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 ASVAB	3 TESTING GRADES PERIODS 1,2,3,4	4 11-12	5 CHEMICAL ABUSE PERIODS 2,3	6
7	8	9	10	11 CAREER UNIT PERIODS 3-6	12	13
14	15 CAREER UNIT PERIIDS 1-3	16 PERIODS 1,2,3,5	17 CHEMICAL ABUSE PERIODS 1,3,5,6	18 PERIODS 2,5,6,7	19	20
21	22	23	24	25 CHRISTMAS VACATION	26	27
28 CHRISTMAS VACATION	29	30	31			

TIME DISTRIBUTION FORM
ELEMENTARY LEVEL



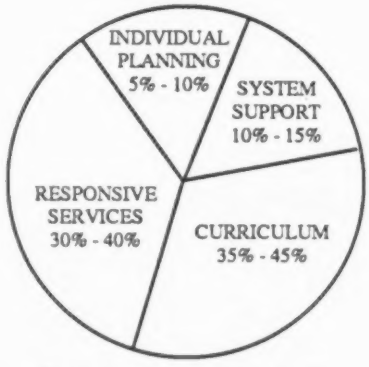
Current District Program Percentages

Current District Program Percentages

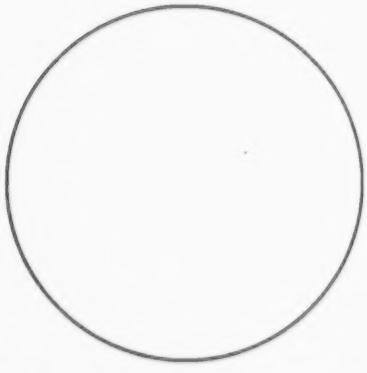
____ counseling curriculum
____ individual planning
____ responsive service
____ system support
____ non-counseling

Suggested Percentages

35%-45% counseling curriculum
5% -10% individual student planning
30%-40% responsive services
10%-15% system support
0% non-counseling



Suggested Percentages



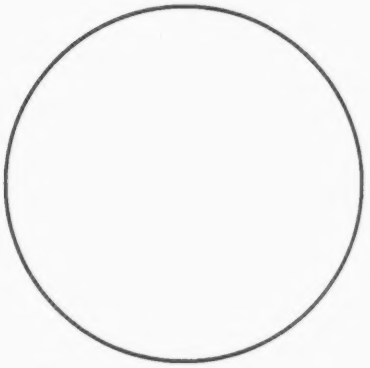
Desired District Program Percentages

Desired District Program Percentages

____ counseling curriculum
____ individual planning
____ responsive service
____ system support
____ non-counseling

Working Document 3/89

TIME DISTRIBUTION FORM
MIDDLE SCHOOL/JR. HIGH LEVEL



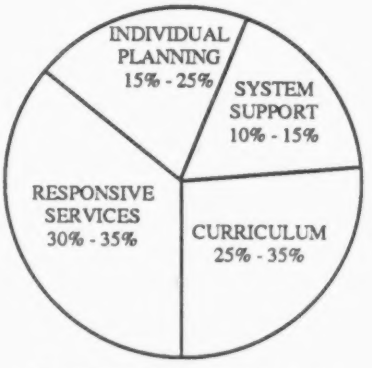
Current District Program Percentages

Current District Program Percentages

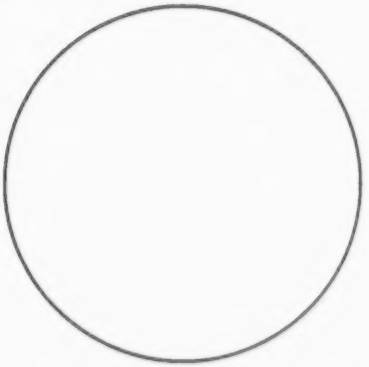
____ counseling curriculum
____ individual planning
____ responsive service
____ system support
____ non-counseling

Suggested Percentages

25%-35%	counseling curriculum
15%-25%	individual student planning
30%-35%	responsive services
10%-15%	system support
0%	non-counseling



Suggested Percentages



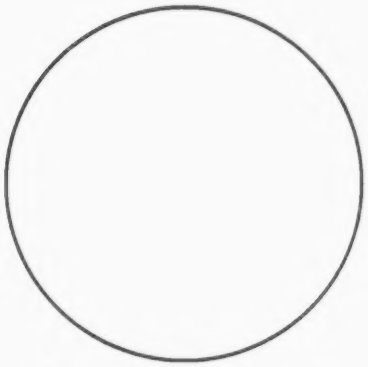
Desired District Program Percentages

Desired District Program Percentages

____ counseling/guidance curriculum
____ individual planning
____ responsive service
____ system support
____ non-counseling

Working Document 3/89

TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL



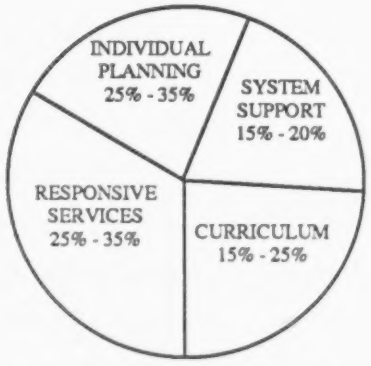
Current District Program Percentages

Current District Program Percentages

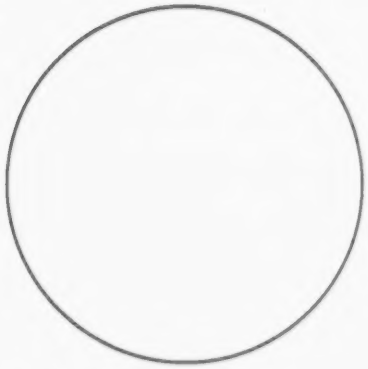
____ counseling curriculum
____ individual planning
____ responsive service
____ system support
____ non-counseling

Suggested Percentages

15%-25%	counseling curriculum
25%-35%	individual student planning
25%-35%	responsive services
15%-20%	system support
0%	non-counseling



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

____ counseling/guidance curriculum
____ individual planning
____ responsive service
____ system support
____ non-guidance/counseling

89

POSITION STATEMENT

CROSS/MULTICULTURAL COUNSELING
(Adopted 1988)

The American School Counselor Association recognizes cultural diversities as important factors deserving increased awareness and understanding on the part of all school personnel, especially the school counselor.

A definition of cross/multi-cultural counseling is the facilitation of human development through the understanding and appreciation of cultural diversities with respect to language, values, ethics, moral and racial variables.

The American School Counselor Association encourages school counselors to take action to assure students of culturally diverse backgrounds access to appropriate services and opportunities which promote maximum development. Counselors may utilize the following strategies to increase the sensitivity of students and parents to cultural diverse persons and enhance the total school and community environment.

1. Conduct self-examinations of personal values, attitudes and beliefs toward cultural diversity.

2. Maintain awareness of concepts and techniques with a current library ofcultural information.

3. Foster the interest of culturally diverse students in careers which have been traditionally closed.

4. Continue to upgrade materials utilized in the awareness and sensitivity groups.

5. Provide educational awareness workshops for teachers and cultural diverse parents at the local PTO/PTA meetings.

6. Develop a resource list of educational and community support services to meet the socioeconomic and cultural needs of culturally diverse students and their families.

7. Conduct student small groups to enhance self-esteem and cultural awareness.

8. Conduct classroom activities which develop acceptance and appreciation of cultural diversities.

9. Work within the larger community to identify cultural diversities and assist in the development of community-based programs which will propagate community acceptance of all culturally diverse populations in the larger population.

School counselors can encourage school districts to implement the following strategies to increase awareness of culturally diverse populations.

1. To include culturally diverse parents on curriculum development planning boards, committees and other school projects.

2. Provide awareness workshops for faculty and staff on culturally diverse people.

3. Incorporate culturally diverse family resources into the educational process.

4. Develop workshops for culturally diverse parents to educate them on the school system's philosophy of education.

5. Promote school wide activities that focus on individual differences and contributions made by the cultural diverse persons.

6. Provide liaison services to facilitate communication between diverse populations in the school and community.

7. Adopt classroom materials that are free of culturally biased information and urge classroom teachers not to utilize any material of that caliber.

School counselors have the responsibility of insuring that the special needs of all students are met. Counselors have the skills necessary to consult with school personnel to identity alienating factors in attitudes and policies that impede the learning process. School counselors need to continue to be aware of and strive to insure that the rights of all students exists so as to maximize their potential in an environment that supports and encourages growth and development of the person.

AMERICAN SCHOOL COUNSELOR ASSOCIATION
5999 STEVENSON AVENUE, ALEXANDRIA, VIRGINIA 22304 703/823-9800